Guidance for Producing a Well-Written Scorebook

Dear Examiners,

To help you write comments that are clear and informative, we have updated the BNQP *Guidance for Producing a Well-Written Scorebook* for the 2003 award process.

We know from the applicants that they are eager to apply your comments to their organizations' processes and practices. Therefore, this document provides suggestions and examples to assist you in writing high-quality comments, ready to be used in the Baldrige evaluation process and, ultimately, in the feedback report that every applicant receives.

Please take some time to review the information presented here, and then use it as a guide for writing comments that will benefit the applicants.

Sincerely,

The Baldrige National Quality Program Staff

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Comment Guidelines

To develop a well-written comment, follow the guidelines listed below.

Content Guidelines

1. Use a **single complete thought** to clearly specify the strength (using specific examples from the application) or OFI (using specific omissions or concerns identified from the application).

2. Address central requirements of the Criteria, and do not go beyond the requirements of the Criteria.

3. Structure each comment so that it contains a subject identified from the Criteria, verb(s) from the Criteria, examples from the application, and citations of figure numbers, as appropriate.

4. Include comments that are most relevant and important to the applicant based on its key factors.

5. Draw linkages across Items or between an Item and the applicant's Organizational Profile.

6. Do not contradict other comments found elsewhere in the scorebook. Contradictions may occur when a writer does not clearly specify the strength or opportunity as noted above.

7. Be nonprescriptive. Refrain from using "could," "should," "would."

8. Be nonjudgmental. Refrain from using terms such as "good," "bad," or "inadequate." State the observation in a factual manner, e.g., "Customer satisfaction rates have increased over the past three years."

Style Guidelines

1. For Stage 1 and 2 scorebooks, use such words as "the applicant," "the organization," "the company, "the school," or "the health care system" to refer to the applicant. The applicant's name is used only in Stage 3 scorebooks.

2. Use the applicant's terminology when appropriate.

3. Use a polite, professional, and positive tone.

4. For Stage 1 and 2 scorebooks, tell what is missing if something "is not clear." However, do not use "It is not clear" in Stage 3 scorebooks. After the site visit, "it is not clear" is no longer appropriate.

5. Highlight an applicant's substantive strength or OFI, not the writing style or graphics. For example, avoid phrases such as "should be addressed in Item 3.2," "x axis is not clear," or "is poorly described," because these are criticisms of the writing, not the applicant's performance system.

6. Regardless of where the applicant places the information in the application, identify strengths or OFIs according to where the Item falls in the Criteria.

7. Use vocabulary and phraseology from the Criteria and the Scoring Guidelines.

8. Avoid jargon and acronyms unless they are used by the applicant.

9. Provide a figure number when reference is made to information from a figure.

Worksheet Format Essentials

Key Factors (KFs) Worksheet

- Organize into five sections using the Areas to Address (Organizational Environment, Organizational Relationships, Competitive Environment, Strategic Challenges, and Performance Improvement System) from the Preface: Organizational Profile section of the appropriate Criteria for Performance Excellence booklet.
- Limit the worksheet to 1–2 pages.
- Use phrases rather than complete sentences.
- Delineate phrases with bullets.
- Use a single space between phrases.
- Leave two lines between each of the five sections.

Item Worksheet

- Complete one worksheet for each Item.
- Organize the information into three sections addressing the most important KFs, strengths, and opportunities for improvement.
- Limit the worksheet to 1–2 pages.
- Capture the 4-6 most important KFs for the Item.
- Use a single, complete thought per comment.
- Write 1-3 sentences per comment.
- Write comments that are "feedback ready." Each comment should contain a subject identified from the Criteria, verb(s) from the Criteria, examples from the application, and citations of figure numbers. Additionally, comments should link to the applicant's KFs, and meet both the content and style requirements of the Comment Guidelines. (The basic format for comment writing is illustrated on page 12.)
- Provide 6-10 comments per Item.
- Write comments that meet the Comment Guidelines.
- Use notations (e.g., a, b, c and +, ++, –, – –) to delineate comments.
- Leave two lines between each of the comments.
- Include a completed Site Visit Issues section for Stage 2 only; do not fill out this section for Stages 1 and 3.
- Include a completed Change Due to Site Visit Findings section only for Stage 3; do not fill out this section for Stages 1 and 2.

Key Themes Worksheet

- Organize into three sections to address the three questions concerning important strengths, significant opportunities, and key results.
- Limit the worksheet to 2–3 pages.
- Write 1–3 sentences per comment.
- Write comments that use complete sentences and that meet the Comment Guidelines.
- Delineate comments with bullets.
- Leave two lines between each of the comments.
- Write comments that are "feedback ready." These comments should consist of 1-3 complete, actionable, and nonprescriptive sentences that address the central requirements of the Criteria; cite specific examples from the application; are tied to the applicant's KFs, and/or the Criteria Core Values, as appropriate, and meet both the content and style requirements of the Comment Guidelines.
- Key Themes are observations that typically cut across 2 or more Items, are especially significant in terms of the applicants Key Factors, and/or address a Core Value in the Criteria.

Grammatical and Style Considerations

We want you to focus on the substance of your comments. However, to the degree that you can, please write your comments keeping the following considerations in mind. This will save time and effort for the scorebook writers and editors.

Active Voice	• Use active voice frequently; avoid the use of passive forms of a verb, except when you are emphasizing the recipient of an action. • The subject is the doer of the act when a verb is in the active voice. A verb is in the passive voice when its subject is acted upon.
Acronyms	• Spell out the names at first use with acronyms in parentheses. Use the acronym thereafter (although it is not incorrect to use the full name if it makes sense in a particular situation).
Agreement	• A verb must agree with its subject in gender and number. Example: Awareness and integration of quality values occur (not occurs) at all levels. • Pronouns must agree with the antecedents in number, gender, and person. • Refer to the applicant or organization as "it," not "their."

Capitalization	• Use consistent capitalization throughout the scorebook.
	• Use the applicant's convention for capitalizing organizational divisions, departments, staff titles, and the names of teams and internal processes.
	    Example: Director of Human Resources
	    Data Process Improvement Team
	• Do not capitalize "the organization" or "the applicant."
	• Capitalize references to application areas
	    Example: Category 5; Item 5.1; or Figure 5.1-1
	• Capitalize the following items of importance to the Baldrige Program:
	    -- Organizational Profile
	    -- Category
	    -- Item
	    -- Criteria
	    -- Area to Address

Choice of Language	• Write bias free, respecting gender, disabilities, job stereotypes, and race, treating people as individuals.
	  Example: salesperson (not salesman)
	  Persons with disabilities (not disabled people).

Commas in a Series Rule	• When three or more items are listed in a series and the last item is preceded by "and," "or," or "nor," place a comma before the conjunction as well as between the other items. *Example: No federal, state, or local sanctions have been imposed against the applicant for the past five years*
Common Misuse of Words	• "Principle" is always used as a noun; • "Principal" can be used as an adjective, as well as a noun meaning the head of a school. • "Ensure" means to make sure or certain. • "Insure" means to guarantee against financial loss.
Figure References	• In Figure references, spell out the word "Figure." *Example: Figure 1.1-1 (not Fig. 1.1-1)*

Number Style	• Spell out numbers from one through ten.
	• Use figures for numbers above ten. However, if related numbers above and below ten are used in the same sentence, they all should be numerals.
	  Example: The company has 15 local, 10 regional, and 5 international sites.
	• All numbers that begin with a sentence should be spelled out, even if this creates an inconsistency within the sentence.
	  Example: One hundred ten men and 103 women will receive advanced degrees.

Tense	• Whenever possible, use the present tense of all verbs throughout the scorebook. *Example: The applicant provides (not provided) no comparative results for product quality making it difficult for leaders to assess progress relative to competitors.*

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Key Factors Worksheet Format Essentials

- Organize into five sections using the Areas to Address (Organizational Environment, Organizational Relationships, Competitive Environment, Strategic Challenges, Performance Improvement System) from the "Preface: Organizational Profile" section of the appropriate *Criteria for Performance Excellence* booklet (See sample Key Factors Worksheet on pages 7 and 8).

- Limit the worksheet to 1-2 pages.

- Use phrases rather than complete sentences.

- Delineate phrases with bullets.

- Use a single space between phrases.

- Leave two lines between each of the five sections.

Sample Key Factors Worksheet

To begin the evaluation process, review the applicant's Organizational Profile and the Additional Information Needed Form. List the key business/organizational factors for this applicant, using the Areas to Address (Organizational Environment, Organizational Relationships, Competitive Environment, Strategic Challenges, Performance Improvement System), in the order presented in the "Preface: Organizational Profile" section of the appropriate *Criteria for Performance Excellence* booklet.

P.1a Organizational Environment

- Main product/services
    Consumer - finance products/financial planning/loans, credit
    Small business - finance products, loans, and transaction services
    Commercial - lending products and transaction services
- Delivery - in person, by phone, and on-line
- Context/culture
    Mission - to provide financial services and promote the growth/economic well-being of communities served
    Vision - to provide legendary service
    Values - trust, action, and commitment
    Brand strategy - To create a bank family/sense of community through its associates who care more than its competitors about customers
- Employee profile - 625 associates; management/branch team members have college degrees; all associates have high school degrees
- Facilities/technologies and equipment - 35 branches; network of 1,000 local and 500,000 global ATMs through Cumulus ATM Network; DirectServe call center; data center
- Regulatory - highly regulated by federal/state regs; key compliance issues - privacy, predatory lending, unfair/deceptive practices

P.1b Organizational Relationships

- 3 key customers groups/requirements – all require responsiveness, accuracy, timeliness
  consumers - convenience, knowledgeable customer contact associates
      small business – no additional requirements
  commercial – low interest rates, rapid loan approval
- 10 key suppliers – for marketing/advertising, IT, office supplies/equipment
- 4 key partnerships TNcard, IZOR, Cumulus ATM Network, Pine Transaction Services (item processing/lockbox)

P.2a Competitive Environment

- Largest community bank in NC, 14 communities with emphasis in growing, affluent Research Triangle area; privately held; with total assets of $1.6B and 30% growth in each of the last 3 years
- Competitors - top tier banks (NMRB), megabanks (CSNC), regional banks, holding companies, credit unions, and S&Ls
- Competitive advantages – convenience (hours/work schedules, locations in high growth areas), agility/efficiency from relatively small size, associates treating customers well, funding mix 75% core, 25% CDs, higher premiums for deposits
- Key changes – widespread consolidation in banking industry

P.2b Strategic Challenges

- Increasingly competitive environment, technology changes/costs; increasing costs of attracting/retaining employees; succession planning, costs of the branch system; increasing funding assets by securing deposits via the web; increasing efficiency by keeping costs down and increasing non-interest income
- Long term strategic objective - to increase branches to over 50 (from 35) and assets to $3B (from $1.6B) by 2006

P.2c Performance Improvement System

- late 1990's focus on continuous improvement and shift to management by fact; business excellence manager helps identify OFIs and sets direction via Baldrige

Item Worksheet Format Essentials

- Complete one worksheet for each Item.

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- Limit the worksheet to 1-2 pages.

- Capture the 4-6 most important KFs for the Item.

- Use a single, complete thought per comment.

- Write comments that are "feedback ready." Each comment should contain a subject identified from the Criteria, verb(s) from the Criteria, examples from the application, and citations of figure numbers. Additionally, comments should link to the applicant's KFs, and meet both the content and style requirements of the Comment Guidelines. (The basic format for comment writing is illustrated on page 12)

- Write 1-3 sentences per comment.

- Provide 6-10 comments per Item.

- Write comments that meet the Comment Guidelines.

- Use notations (e.g., a, b, c, and +, ++, -, --) to delineate comments.

- Leave two lines between each of the comments.

- Include a completed Site Visit Issues section for Stage 2 only – do not fill out this section for Stages 1 and 3.

- Include a completed Changes Due to Site Visit Findings section for Stage 3 only – do not fill out this section for Stages 1 and 2.

Baldrige National Quality Award Program

Basic Format for Approach-Deployment Comments

<table>
<tr><td colspan="6" align="center">Strengths</td></tr>
<tr>
<td></td>
<td>Subject from the Criteria

"The senior leaders "

"The applicant"</td>
<td>Verb(s) from the Criteria

"communicate, listens and learns"</td>
<td>Transition

(by/through/ using)</td>
<td>Example(s) from the application</td>
<td>"so what"

mostly implicit</td>
</tr>
<tr><td colspan="6" align="center">OFIs</td></tr>
<tr>
<td>Introductory statement

Although …

It is not clear/apparent/ evident how/what. . .

The applicant does not address/report how/what. . .</td>
<td>Subject from the Criteria

"the applicant . . ."

"the senior leaders "</td>
<td>Verb(s) from the Criteria

'contributes, uses"</td>
<td></td>
<td></td>
<td>"So What"

Implied or explicit –as needed, related to KFs/Criteria/</td>
</tr>
</table>

Comment 1 *1.1a (1) – Strength

The senior leaders **(subject)** communicate **(verb)** organizational values and directions through the leadership system by **(transition)** weekly management meetings that involve supervisors at all levels and daily emails from the CEO to all supervisors **(examples)** . . .

Comment 2 *3.1a(2) – Strength

The applicant **(subject)** listens and learns **(verbs)** to determine key customer requirements and relative importance to customers' purchasing decisions through **(transition)** a variety of ways. These include **(examples)** third-party surveys administered annually to all 4 customer segments, and bi-annual focus groups for the advanced technology and commercial customer segments.

Comment 3 *3.1a (2) – OFI

The applicant **(subject)** does not address how it uses **(verb)** information from former customers in its determination of key customer requirements and expectations, their relative importance to customers' purchasing decision, and key product and service features. **(implicit so what)**

Comment 4 *Item 1.2c - OFI

It is not clear how senior leaders **(subject)** contribute **(verb)** to improving the applicant's key communities. The specific role of the senior leaders in the guidance of community activities is not addressed. Thus, the degree to which the senior leaders personally demonstrate the applicants' core value of commitment to social responsibility is not apparent. **(explicit so what).**

Examples of Improving Written Comments

Original Comment	What is the problem?	Improved Comment
Item 1.1 + a/c The Leadership Team, along with other management committees throughout the organization, meets regularly and uses numerous excellent communication methods to describe their activities, e.g., balanced scorecards, to all team members. Moreover, the Leadership Team communicates information about their planning via the same vehicles. By communicating so readily with all employees, the organization has made great strides towards inclusion and improved morale.	• Judgmental – "excellent," "great strides" • Conveys more than one concept in the comment • Includes "so what" that adds little value • Goes beyond what is asked by Criteria	+ a/c The senior leaders communicate expectations throughout the organization and review organizational performance using a balanced scorecard.
- a Although the Leadership Team attempts to create and maintain a focus on student learning; to communicate the organization's mission, vision, and core values; and to reinforce ethical behavior, it has been unsuccessful in communicating its message throughout the organization. The applicant should develop techniques that would enable this information to be cascaded throughout the organization.	• Judgmental "unsuccessful" • Prescriptive "should develop techniques" • Lacks a positive tone	- a It is not clear how members of the Leadership Team, other than the principal, set, deploy and communicate organizational values, directions, and expectations.
+ b The applicant's Governance Board plays an important role in ensuring independent audits.	• Judgmental "important" • Vague (does not identify any specific information with regard to audits & the Governance Board)	+ b The applicant's Governance Board addresses independence in internal and external audits by establishing and implementing a schedule of regular audits. These include quarterly and annual external audits by the ABC Accounting Firm. Internal audits are conducted bi-annually by an internal audit team.
Item 2.1 + b The methods to develop short-term organizational strategic objectives appear to be systematic, including the expressed needs of all key stakeholders. The applicant ensures that the necessary stakeholders participate in the process and they incorporate their input into the planning process. After the information is gathered, the applicant attempts to align the stakeholders' needs with the applicant's own strategic priorities	• Wordy (3 sentences long; can be written more concisely) • Judgmental "works hard to ensure" • Doesn't reference appropriate figures from application	+ b The Strategic Planning Process (Figure 2.1-1) uses a systematic approach to determine short term organizational strategic objectives that consider the needs of all key stakeholders (Figure 2.1-3), aligned with the applicant's most important strategic challenges.

Original Comment	What is the problem?	Improved Comment
Item 2.1 (continued) - a The applicant's strategy development process, which is used for developing short-term plans and objectives, is illustrated in Figure 2.1-1. However, the application is lacking a description of how the company completes its longer-term planning. Without such a plan, the applicant's ability to ensure that its decisions are aligned with its strategic directions or its ability to track progress relative to its strategic objectives and action plans is compromised.	• Multiple concepts expressed in one comment • Three sentences long • "So what" is judgmental	- a Although the applicant uses a systematic strategy development process (Strategic Planning Process, Figure 2.1-1) to develop short term plans and objectives, there does not appear to be a longer-term planning process. Thus it is not clear how the applicant's planning process includes long-term considerations such as market changes, customer requirements, and the competitive environment or develops longer-term strategic plans and objectives.
Item 3.2 + a The multi-faceted customer service center approach enables callers to accomplish several tasks with one call, and is one of applicant's more successful processes.	• Vague ("accomplish several tasks" without identifying the task) • Value laden "one of the applicant's more successful processes"	+ a The applicant builds relationships to satisfy and retain customers through its integrated customer service center approach. The service centers enable callers to place an order, file a complaint, make a suggestion, request information, and/or obtain assistance without ever having to transfer to another service representative.
- a By offering the telephone as the only mechanics for customer access and by not explaining if other current or potential customers would prefer another means of access, the applicant is limiting its customer service and perhaps even preventing new customers from using its services.	• Prescriptive "...preventing new customers from..." • Critical tone	- a Although the applicant indicates that it provides telephone access for customers, it does not discuss the process used to determine the contact requirements relating to this access mode. Thus, it is not clear how the applicant determines that telephone access meets the requirements of its current brick and mortar or its strategic growth customers, i.e. catalog customers.

	Original Comment	What is the problem?		Improved Comment
Item 4.2				
+ a	The applicant identifies issues pertaining to hardware and software in its weekly debriefs and appropriate action is taken.	• Vague (the "appropriate action" isn't identified)	+ a	The applicant keeps its data and information availability mechanisms current through weekly debriefs where hardware and software issues, identified through interviews, observations, and surveys, are reviewed. Issues are either assigned a time priority for solving by IT managers or forwarded to the IM Planning Team if they connect to a strategic objective, cross multiple units, or involve expenditures greater than budgetary allotment.
- b	The applicant states that patient privacy is a key customer requirement. However, the application fails to include the approach that is used to guarantee patients their privacy that they say they guarantee, both within the facility and with external service providers.	• Judgmental "fails to include" • Tone "that they say they guarantee"	- b	Although the applicant states that patient privacy is a key customer requirement, no approach is described for ensuring the security and confidentiality of patient data, as data are transferred both within the facility and between the applicant and external providers of medical services.
Item 5.1				
+ a	Physicians, staff, and health care students are involved in work system teams, thereby, supporting key organizational company core values and contributing to conditions that support high performance. This also ensures the applicant's continued profitability and competitiveness.	• Judgmental	+ a	The applicant uses work system teams of physicians, staff, and health care students to promote cooperation (one of applicants values), innovation, and increased understanding of how work and jobs are connected.
- a	The applicant states that a team-based structure is a critical element of its day-to-day operations. Yet, there is no evidence of how the applicant puts teaming into effect throughout the organization.	• Critical tone "critical information" • Written from the Examiner's perspective, rather than the applicant's • Does not use wording from the Criteria	- a	Although the applicant states that a team-based structure is a critical element of its day-to-day operations, it is not apparent how the teams are organized and managed to promote cooperation within or across teams, empowerment, or innovation.

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Original Comment	What is the problem?	Improved Comment
Item 6.1 + a The applicant's annual PDSA process is an effective way to identify requirements for incorporation into the design and delivery of learning-centered processes. This ensures alignment of student needs and delivery of these processes.	• Vague (lacks information re. process for arriving at design and delivery) • Judgmental "an effective way" • Omits linkage to the Org'l Profile	+ a The applicant identifies and manages its key processes for creating student value and maximizing student learning through its Continuous Improvement Model – PDSA. The PDSA is a 5-phase process that includes 1) needs assessment, 2) establishment and articulation of priorities, 3) planning (involving a curriculum committee and summative/formative data), 4) implementation, and 5) evaluation. The needs assessment and planning phases involve customized stakeholder surveys and focus groups (including current students, graduates, faculty, and parents) to capture their requirements for use in the design and delivery of new learning-centered processes.
- a Although the applicant obtains feedback from all stakeholders regarding managing student services, a process for using the feedback systematically to improve these services is glaringly omitted.	• Prescriptive "the applicant is limiting its ability" • Critical tone "glaringly omitted"	- a Although the applicant gathers feedback through surveys, focus groups, and complaint data, from students, suppliers, and parents concerning the student services it provides (e.g., library, IT lab, food services, bookstore), the applicant does not describe how it uses this information. For example, it is not clear how the applicant systematically integrates the feedback obtained from these various sources and then systematically uses it to improve the services and their delivery.

NOTE: For site visits only - The phrasing should more specifically reflect the consequence of the opportunity for improvement since the Site Visit Team obtains additional information and understanding of the issue as a result of the site visit. See Example below.

Comment at consensus:
Although the applicant describes several methods to measure its performance, it **does not present** measures/indicators that are fully aligned with its strategic objectives. For example, The Dashboard (Figure 4.1) **does not appear to include** all categories in the strategic plan or branch level measures, other than financial results. Absent these measures, **it is not clear how** the applicant fully monitors progress toward achieving the objectives in its strategic plan.

Comment after site visit:
Although the applicant uses several methods to measure its performance, **it does not track** measures/indicators that are fully aligned with its strategic objectives. For example, the Dashboard **does not include** all categories in the strategic plan or branch level measures, other than financial results. Absent these measures, applicant **is not able to monitor fully** its progress toward achieving the objectives in its strategic plan.

Writing Effective Comments for Category 7, Results

Well-written Category 7 comments frequently address the following questions:

- Trend Analysis –
    - ➢ Is the trend direction positive or negative?
    - ➢ What is the desirable direction?
    - ➢ Are explanations provided for significant positive or negative changes?

- How does the result link to the **KFs in the Organizational Profile/or other Categories** (e.g., strategic processes, supplier and partner relationships)? Are data presented in Category 7 for measures that are referred to in other Categories of the application?

- Are all important results presented? Are data focused on the critical organization performance results (e.g., customer requirements, compliance with regulatory requirements)? Are there any gaps in the data?

- Is the amount of data provided sufficient (e.g., number of cycles of data for trend data, percentage of stakeholder population)?

- Are the data appropriately segmented?

- Do the data represent both short- and long-term priorities?

- How does the organization measure effectiveness, and are these measures presented?

- Are comparative data presented, and are they appropriate?

- What are the standard measures in this field? Is there any significance to the lack of any of these measures in the application?

- Are the data normalized (presented in a way that takes into account the various size factors)?

Other keys to writing effective Results Item Comments:

- **A Subject – Example could include; "The applicant" or "the result(s)"**

- **Include the timeframe you are writing about – it should say "in" or "from date, to date."**

- **Include the actual numbers observed in the levels or trends.**

- **Include a figure reference.**

Examples of Improving Written Comments

Original Comment	What is the problem?	Improved Comment
Item 7.1 + a The applicant has demonstrated great success with regard to how well its students have performed at transfer institutions.	• Omits reference to figure in application showing results • Judgmental/ value laden ("demonstrated great success")	+ a Results for student success at transfer institutions (Figure 7.1-5) demonstrate improvements from 1995-2002 and suggest that the applicant's programs are aligned with the requirements of its receiving schools.
Item 7.6 + a The applicant has expanded the numbers of external board members.	• Omits reference to figure in application showing results • Omits data, e.g. percentage of increase, time period	+ a Over the last 3 years, the applicant has increased the percentage of external board members from 25% to 60%, as described in Figure 7.6-1, and has appointed an external director as the head of its audit committee. These results are related to the applicant's strategy of achieving greater independence in governance and financial audits.

Key Themes Worksheet Format Essentials

- Organize into three sections to address the three questions concerning important strengths, significant opportunities, and key results.

- Limit the worksheet to 2-3 pages.

- Write 1-3 sentences per comment.

- Write comments that use complete sentences and that meet the Comment Guidelines

- Delineate comments with bullets.

- Leave two lines between each of the comments.

- Write comments that are "feedback ready." These comments should consist of 1-3 complete, actionable, and nonprescriptive sentences that address the central requirements of the Criteria; cite specific examples from the application; are tied to the applicant's KFs, and/or the Criteria Core Values, as appropriate, and meet both the content and style requirements of the Comment Guidelines.

- Key Themes are observations that typically cut across 2 or more Items, are especially significant in terms of the applicants Key Factors, and/or address a Core Value in the Criteria.

Developing Comments for Approach-Deployment Items and Key Theme

Criteria Language

Criteria 1.1 a (1)

How do senior leaders set and deploy organizational values, short- and longer-term directions, and performance expectations? How do senior leaders include a focus on creating and balancing value for customers and other stakeholders in their performance expectations?

Criteria 2.1 a (1)

What is your overall strategic planning process? What are the key steps? Who are the key participants? What are your short- and longer-term planning time horizons. How are these time horizons set? How does your strategic planning process address these time horizons?

Criteria 5.2 a (1)

How do employee education and training contribute to the achievement of your action plans? How do your employee education, training and development address your key needs associated with organizational performance measurement, performance improvement, and technological change?

Application Language

Application 1.1

"At the end of 1997, TNB adopted the concept of an extended leadership system that is used by many Baldrige Award recipients. The newly formed Executive Management Committee (EMC) extended the leadership system beyond the four partners to include the heads of the Retail, Commercial, Information Technology Management (ITM) and Operations, Human Resources, and Marketing and Communication divisions. The EMC also extends decision-making responsibility to the Business Excellence Manager, Risk Management Manager, and Acquisitions Manager.

The EMC is responsible for driving the direction of the bank through the Strategic Planning Process (Figure 2.1-1), allocating both capital and human resources, reviewing progress against goals, and making midcourse directions to the plan."

Application 2.1

"In 1998, a systematic and fact-based Strategic Planning Process (Figure 2.1-1) was introduced. The three-month process begins in August each calendar year with an offsite meeting of the EMC. The purpose of this meeting is to review the prior year's accomplishments and consider what needs to occur immediately and in the near future. Discussions are focused on identifying key strategies that will keep TNB competitive and accelerate progress toward the Vision of Legendary Service."

Application 5.2

"One of the key challenges facing TNB is the development of an associate workforce that can deliver against its Vision to provide Legendary Service. The TNB Strategic Planning Process (Figure 2.1-1) includes consideration of education and training needed to achieve this goal; strategies to achieve a talented workforce are defined in the Human Resource Plan.

...The Human Resource Plan balances longer-term training needs with ongoing, short-term needs of the organization. When longer-term needs are combined with training needs identified in the IPPs, a comprehensive picture is developed of how TNB's education and training program supports both individual and organizational goals.

Item 1.1

Triview National Bank has formed an Executive Management Committee (EMC) to extend the leadership system and decision-making authority beyond the founding partners to include the leaders of key functional areas throughout the organization. These areas include Retail Banking, Commercial Banking, Information Technology Management (ITM) and Operations, Human Resources, and Marketing and Communications. The EMC also extends to key business process managers, including the Business Excellence Manager, Risk Management Manager, and Acquisitions Manager.

Item 2.1

To form the basis for the development of strategic objectives, various business areas conduct environmental scans to gather data such as customer needs, demographics, regulatory conditions, and human resource capability (Figure 2.1-3). These data are presented at the annual off-site strategic planning meeting to assist in identifying key strategies that will keep the organization competitive and accelerate progress toward the Vision of legendary service.

Item 5.2

The use of skill-based and performance-based pay linked to the PMDP supports high performance. Further, Trust Team members have identical PMDP goals related to team performance, which fosters cross-functional high performance. Also, IPPs directly link to TNB's business strategies, target goals, and action plans, reinforcing a customer and business focus.

*Key Themes Comment
Question A*
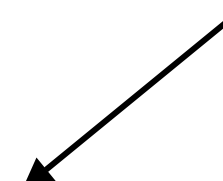
Key Themes

Triview National Bank has expanded its leadership approach through the formation of an Executive Management Committee (EMC). Through expectations set by the Trust Model and Values, the EMC has organized the customer-focused culture around the Vision of providing legendary service and has designed its leadership system, strategic directions, and human resource efforts based on achieving this Vision. The EMC has also led the conversion to a sales culture, and early stages of implementation are yielding improved outcomes for the organization, its associates, and its customers.